



Literacy Tasks: Educator Experience Preview

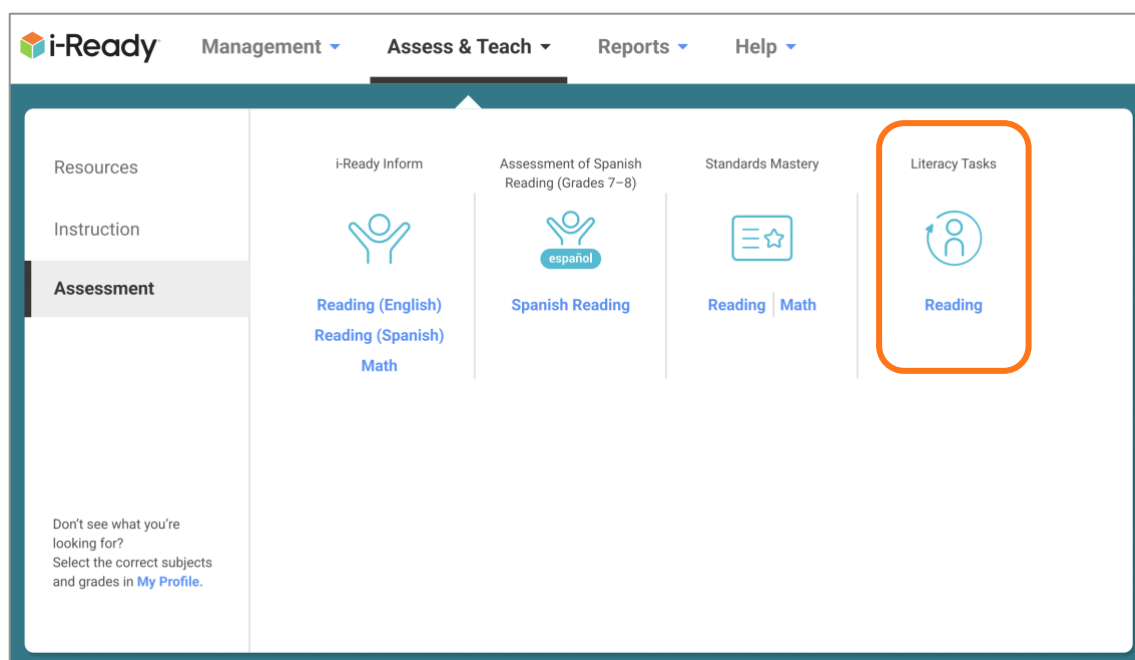
Curriculum Associates Assessment Brief | June 2026

Overview

This document provides a preview of the digital system educators experience when using the *i-Ready Literacy Tasks* during the 2026–2027 school year. As of the 2024–2025 school year, educators have the option to score literacy tasks by hand or digitally. As of 2025–2026, educators have the ability to assign up to ten Benchmark Tasks at once using the assignment cart and have access to all student literacy data in one report with the new Student Literacy Profile. Starting in 2026–2027, educators will have access to new Literacy Profile Reports for class, school, and district-level literacy data.

Accessing the Literacy Tasks

Educators access Literacy Task materials from a page accessible under the Assess & Teach tab and Assessment submenu. There is a button for Literacy Tasks (Reading).



Materials and Records Management

Literacy Task materials are all available on a single page within *i-Ready*. The page includes a dropdown where educators will choose between Benchmark and Progress Monitoring tasks, with instructions and guidance for each task. Because Passage Reading Fluency tasks have special considerations, a separate packet is also available for download. This page is also where educators will start the process of task administration and data entry through the “Manage Assessments” tab.

The screenshot shows the i-Ready Literacy Tasks interface. At the top, there are navigation tabs: Management, Assess & Teach, Reports, and Help. The user is logged in as Benjamin Maldonado. The main section is titled 'Literacy Tasks' and includes filters for Subject (Reading), School (Cyrus K-8), Language (English), and Assessment Type (Benchmark). Below this, there's a section for 'Benchmark Assessments' with a link to 'Additional Support and Resources'. The 'Task Library' tab is active, showing a table of tasks. The table has columns for 'Grades 1 - 6', '17 Forms', 'Digital Administration Practice', and 'Required Administration Packet'. The tasks listed are 'Passage Reading Fluency' for grades 1 through 3, with various benchmark levels. A search bar at the top of the table shows 'passage reading fluency' and 'Content Grade' is set to 'Form'.

Benchmark Assignment Cart

Beginning in August 2025, educators have the ability to create 10 benchmark assignments in one workflow using the Assignment Cart.

The screenshot shows the i-Ready Literacy Tasks interface with the 'Assignment Cart' modal open. The modal displays a list of tasks for 'Pseudoword Decoding - Fluency' across grades 1-7. The tasks are listed in a table with columns for 'Form Resources' and 'Add'. The 'Add to Cart' button is highlighted. The background shows the 'Literacy Tasks' page with filters for Subject (Reading), Assessment Type (Benchmark), and Action (Assignment). The table lists tasks for 'Phonological Awareness' and 'Pseudoword Decoding - Fluency' across grades 1-7.

Paper-Based or Digital Administration with Manual or Digital Data-Entry

Educators can enter data manually for any *i-Ready* Literacy Task, and for most of the Literacy Tasks they can choose to digitally administer the task. For more information on task types and availability, see the [i-Ready Literacy Tasks Fact Sheet](#).

The screenshots below show digital administration for the Passage Reading Fluency Benchmark tasks.

Passage 1: Administration View Full Screen

Student starts reading here

A Painting Show

Have you ever painted a picture? A man	8	x
named Bob Ross believed that everyone could	15	x
paint. He thought that painting was a good	23	x
way to relax and to be calm.	30	x
Bob taught many people to paint. He did	38	x
not teach in a classroom. Instead, he taught	46	x
painting on a TV show called The Joy of	55	x
Painting. His show began in 1983, and fans	63	x
would watch Bob's show each week.	69	x

TIMER

26

The timer cannot be paused. Continue administering the passage. When 60 seconds have elapsed, you may continue administration or cancel the passage.

Educators mark individual words or entire lines while the student reads the passage, with a timer that will automatically stop after 60 seconds.

Passage 1: Administration View Full Screen

Bob taught many people to paint. He did	38	x
not teach in a classroom. Instead, he taught	46	x
painting on a TV show called The Joy of	55	x
Painting. His show began in 1983, and fans	63	x
would watch Bob's show each week.	69	x
Before he was a painter and a teacher, Bob	78	x
had a different job. Sometimes he had to use	87	+
a very loud voice to tell people what to do.	97	x
He did not like having to speak loudly, and he	107	x
decided he would not use a loud voice again.	116	x

Mark the Last Word

Right-click or long-press to mark the last word the student read in 60 seconds.

Actively listen as the student continues to read the rest of the passage.

Cancel Back Passage 1: Prosody and Comprehension

After 60 seconds, the educator is asked to mark the last word read and allow the student to continue reading the passage to the end.

Passage 1: Prosody and Comprehension

View Full Screen

A Painting Show

Prosody Scoring

Score the student's ability to read with expression. Phrasing and intonation are key guiding components.

Consider the student's geographic region, home language, or other aspects of their linguistic and cultural background when evaluating prosody. Criteria for phrasing (top row) may provide more relevant information than for intonation (bottom row).

☐ Beginning Reads primarily word-by-word, hesitating between words. Reads primarily in a monotone voice.	☐ Developing Frequently reads word-by-word, with occasional long pauses between words. May read with some sentence phrasing. Reads in a monotone voice but may occasionally vary pitch and volume to read expressively.	☐ Proficient Frequently reads with sentence phrasing, with only occasional word-by-word reading. Varies pitch and volume to read expressively but may occasionally read in a monotone voice.	☐ Exemplary Consistently reads with sentence phrasing. Reads primarily in an expressive voice, varying pitch and volume to deliver an engaging interpretation of the text.
--	---	--	--

Comprehension Scoring

 The student skipped at least one line in this passage. Consider whether retelling this passage would be appropriate for the student.

Retells details or provides a summary statement to show an understanding of the text.

SAY

Starting from the beginning, tell me as much as you can about what you just read.

☐ Beginning Grades 1–2: Retells only one accurate detail, demonstrating insufficient understanding of the text. Grades 3+: Retells only one or two accurate	☐ Developing Retells minimal accurate details that cover a small portion of the passage, demonstrating a partial understanding of the text.	☐ Proficient Retells enough accurate details that cover a significant portion of the passage, or provides an acceptable summary statement, to demonstrate a sufficient understanding of the text.	☐ Exemplary Accurately retells almost all details or provides a comprehensive summary statement that includes supporting details, demonstrating a thorough understanding of the text.
---	--	--	--

Canal

← Back

Passage 1: Results →

After the student has read the passage, educators have the option to evaluate prosody and comprehension.

cy
 Student Materials
Season **Fall** (Beginning of Year - Nov 15)

Task Type
Passage Reading Fluency

Class / Report Group
Class Name

Enter Results Manually

Date	Passage	Total Words	Total Errors	Comprehension (optional)	Prosody (optional)	
11/11/23	Dogs with Jobs	120	3	4	4	Paper (PDF) Administration Actions ▼
	Horses That Help	118	2	3	4	
11/11/23	Dogs with Jobs	134	3			Digital Administration Actions ▼
	Horses That Help	110	5			
11/11/23						Assessment cancelled

Digital capture automatically tallies errors and adds the Comprehension and Prosody scores if those were entered.

The screenshot below shows manual entry for the Passage Reading Fluency Benchmark Task. Note that because Passage Reading Fluency Benchmark data are being entered, there are two rows for passages (whereas Passage Reading Fluency Progress Monitoring only requires data entry for one passage), and there are spaces for the Total Words Read, Errors, Comp (comprehension) Score, and Prosody (expression). There is also the capacity to type in additional notes by clicking “Add Details”.

Student	Date Administered	Passage	Total Words Read	Errors	Comp Score	Prosody	Additional Details
Anderson, Lily	mm/dd/yy	Select One...					Add Details
	mm/dd/yy	Select One...					Add Details
Bailey, Lauren	mm/dd/yy	Select One...					Add Details
	mm/dd/yy	Select One...					Add Details
Bell, Deidre	mm/dd/yy	Select One...					Add Details
	mm/dd/yy	Select One...					Add Details

Once entered, the data can be saved and can be edited later if needed.

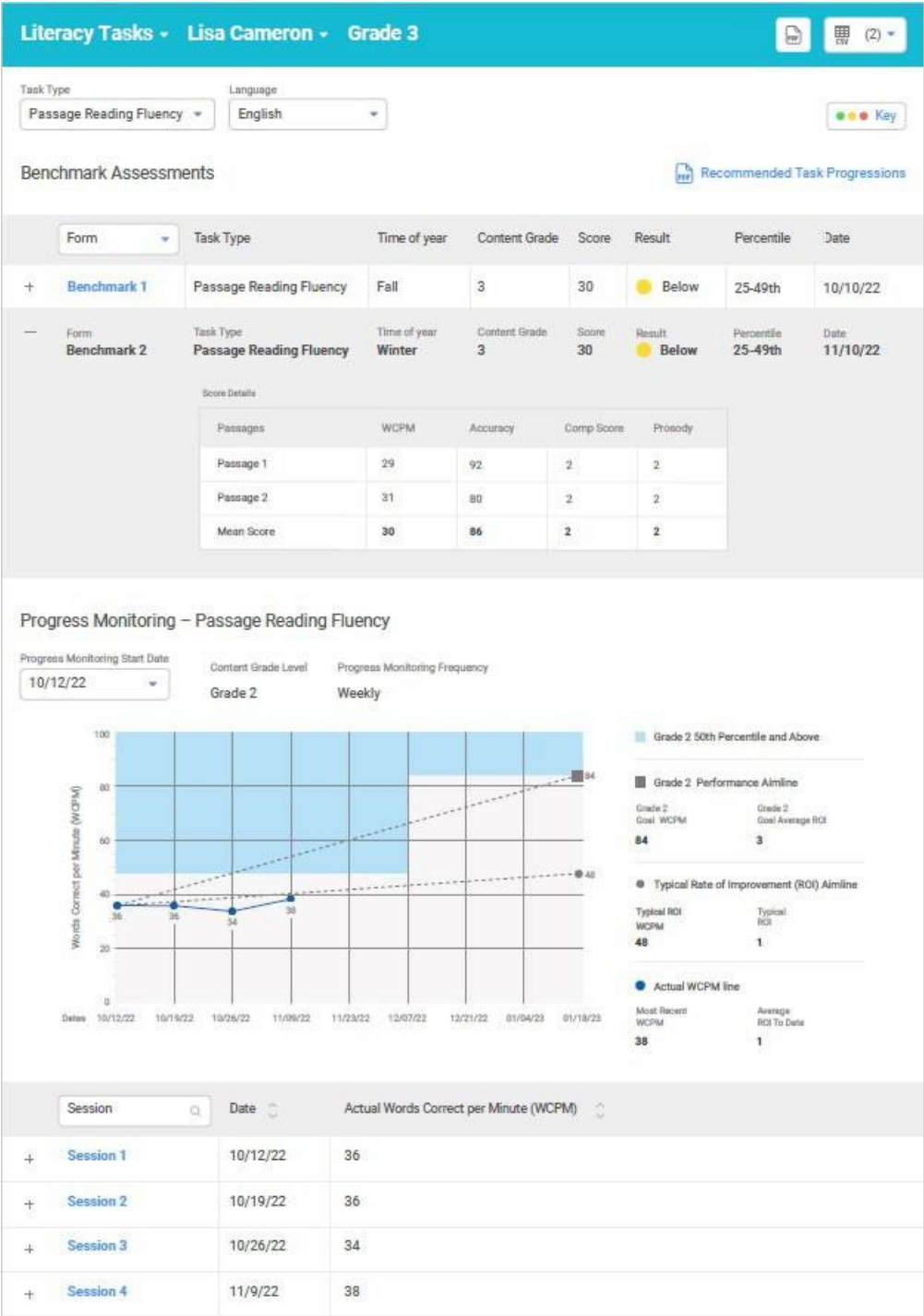
Student	Date Administered	Passage	Total Words Read	Errors	Comp Score	Prosody	Additional Details
Anderson, Lily	11/04/21	Dogs with Jobs	125	20	4	4	View Details
	11/04/21	A Day At a Pond	139	12	3	4	View Details
Bailey, Lauren	11/04/21	Dogs with Jobs	40	6			View Details
							View Details

Whereas the examples above show data entry for a Passage Reading Fluency task, the screenshot below shows entry for a Word Recognition Fluency task:

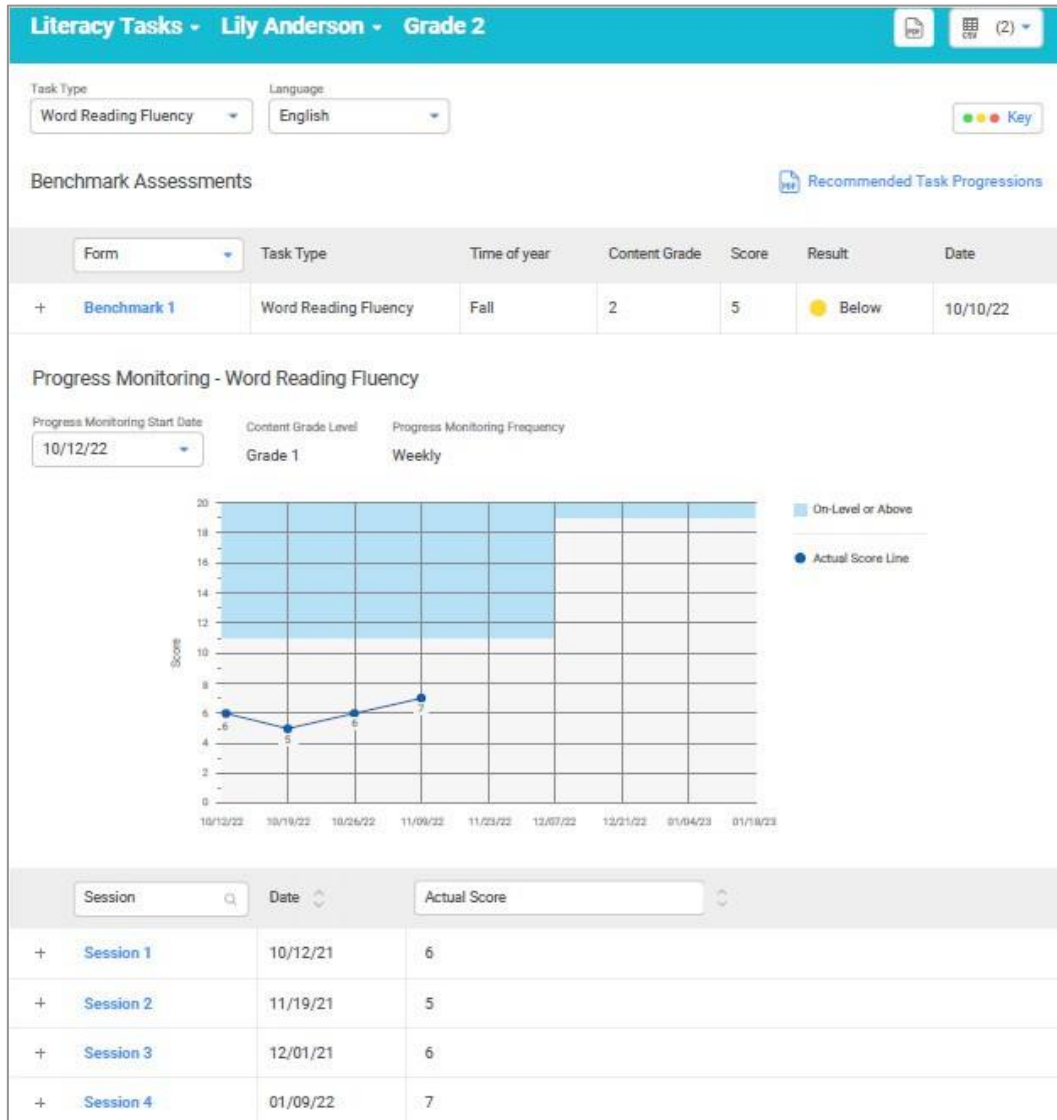
Student	Date Administered	Score 1
Anderson, Lily	02/14/22	125 Changes Saved
Bailey, Lauren	02/14/22	140 Save Row
Bell, Deidre	mm/dd/yy	Save Row
Buckland, Sonia	mm/dd/yy	Save Row

i-Ready Literacy Tasks Student Report

The *i-Ready* Literacy Tasks Student report will have two sections: The top will show Benchmark scores, and the bottom will show Progress Monitoring scores (if any). This Passage Reading Fluency example includes aim lines, which are currently only available for this task type.



This example shows a student report for the Word Recognition Fluency task type. Because this task type assesses a comparatively simpler concept (reading of words versus reading of passages), the report is likewise simpler. Note the difference between the Progress Monitoring graph for Word Recognition Fluency compared to the graph pictured above for Passage Reading Fluency.



Literacy Profile (Student) Report

Management
Assess & Teach
Reports
Help

Don Add-on

Literacy Profile
Roma Simpson
Grade 1

Subject
Reading

Language
English

Roma's Literacy Results

About This Report

This report shows a full view of Roma's reading skills from the i-Ready Inform and i-Ready Literacy Tasks assessments. The Early Literacy and Dyslexia Risk Screening results come from these assessments and help to understand whether a student is meeting literacy expectations for their grade or may need more help in the future to become a strong reader. Visit [i-Ready.com/FamilyCenter](#) for more information.

i-Ready Inform Assessment Key

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below
- Not assessed due to grade or domain exempted

i-Ready Inform Placements

Domain	Inform 1 (09/10/26)	Inform 2 (12/15/26)	Inform 3 (05/14/27)	More Information
Overall Reading	Grade K	Grade K	Early 1	In i-Ready Inform for Reading, the student is asked to computer that measure different areas of reading and meaning that it changes the questions based on how correctly, the questions get harder, and when a student flexibility allows i-Ready Inform for Reading to pinpoint grow, leading to more personalized support.
Phonological Awareness**	Grade K	Grade K	Mid 1	This domain is focused on how children distinguish the benefit from instruction and practice in isolating and with three or more phonemes, blending sounds in word with four to five phonemes into sounds, distinguishing, substituting sounds to form new words.
Phonics*	Emerging K	Grade K	Mid 1	This domain focuses on how accurately children decode and practice in such phonics skills as decoding words, inflectional endings that include spelling changes. The practice in encoding one-syllable words with final consonant.
High-Frequency Words*	Grade K	Grade K	Mid/Late 1	This domain addresses how well children recognize if is recognizing many Grade 1 high-frequency words and words. Roma is also ready for instruction in learning to read.
Vocabulary	Grade K	Grade K	Mid 1	Both word knowledge and word learning strategies are progress and is ready to learn more words, particularly school contexts. This child is also ready for instruction in learning to read.
Comprehension: Literature	Grade K	Grade K	Grade K	This domain addresses Roma's understanding of liter from instruction that targets listening comprehension and contrasting story elements across texts. Build relationships encourage Roma to retell read-aloud stories.
Comprehension: Informational Text	Grade K	Grade K	Grade K	This domain addresses Roma's understanding of info targets listening comprehension skills such as identify a text. Build related background knowledge and vocal learned from read alouds.

Literacy Task Placements

Literacy Task	Fall (Beginning of Year ~11/15/26)	Winter (11/16/26 03/01/27)
Pseudoword Decoding—Fluency	Below (09/21/26)	Below (12/15/26)
Passage Reading Fluency	—	Below (01/14/27)
Word Recognition Fluency	Below (09/20/26)	On (12/15/26)
Rapid Automatized Naming—Objects	Below (09/20/26)	—
Rapid Automatized Naming—Letters	—	On (12/15/26)

Screeners Results

Screeners	Fall Result	Winter Result
Early Literacy Screener	Approaching Benchmark	Approaching Benchmark
Dyslexia Risk Screening	Some Risk	Some Risk

Suggestions for Roma

Reach Out to the Teacher

Ask Roma's teacher to learn about what to do to help Roma become a strong reader.

Screener Results				
Screener	Fall Result	Winter Result	Spring Result	About the Screener Results
Early Literacy Screener	Approaching Benchmark	Approaching Benchmark	On Benchmark	Roma's performance is meeting grade level expectations.
Dyslexia Risk Screening	Some Risk	Some Risk	No Observed Risk	Roma's performance shows little to no risk.

Ask Roma's teacher to learn about what to do to help your student meet grade-level expectations

- Not Assessed: Child did not need to take a particular subtest due to their grade level.
- Surpassed Level: Child did not need to take a particular subtest due to their high score in a previous domain.
- Max Score: Child took the subtest and achieved a high score.
- Below Max Score: Child took the subtest and did not achieve the high score needed to have a placement of Max Score.
- Domain Exempt: Educators determined this test content was unsuitable for the child.

Literacy Profile (Class) Report

Available starting in July 2026, this report is being introduced to meet growing state and district demand for consolidated literacy screening data. This report provides a unified view of student literacy performance across:

- i-Ready Inform (Diagnostic)
- Literacy Tasks
- Screener Outcomes (if enabled)

Helping educators quickly determine whether students are on track or at risk for grade-level reading expectations.

Management
Assess & Teach
Reports
Help
Don Addison

Literacy Profile

Subject
Class/Report Group
Assessment Window

Reading
Grade 1 Class
Academic Year-to-Date

About the Class Literacy Profile

This screener report summarizes all available reading assessments students have taken this year. These results can help educators better understand whether students are on track to meet grade-level reading expectations, or if their reading skill development is at risk.

Access the complete reports for the data used in this literacy screener:

[Class i-Ready Inform Results Report →](#)
[Class Literacy Tasks Report →](#)

i-Ready Inform Key

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

Literacy Tasks Key

- On/Above
- Below

Showing 6 of 16
Show Filters
Choose Columns
Reset Table

Student	Time of Year	Early Literacy Screener	Dyslexia Risk Screener	i-Ready Inform Placement	LNF	PRF	PWDF	RAN-L	RAN-O	WRF
Simpson, Roma	Fall	Approaching Benchmark	Some Risk	Grade K	—	—	Below	—	Below	Below
Simpson, Roma	Winter	Approaching Benchmark	Some Risk	Grade K	—	Below	Below	On	—	On
Simpson, Roma	Spring	On Benchmark	No Observed Risk	Early 1	—	On	On	Above	—	Above
Melton, Anita	Fall	Below Benchmark	At Risk	Grade K	—	—	Below	—	Below	Below
Melton, Anita	Winter	Below Benchmark	At Risk	Grade K	—	Below	Below	Below	—	—
Vargas, Diego	Fall	Below Benchmark	At Risk	Grade K	—	Below	Below	—	On	Below

Literacy Profile (School/District) Report

Provides administrators with a single, structured view of literacy performance data so they can identify trends, prioritize support, and monitor the impact of early literacy screening at scale without needing to navigate multiple separate records or exports.

